DOCUMENT RESUME

ED 060 780 HE 002 874

AUTHOR Koenker, Robert H.
TITLE The Doctor of Arts Degree.
INSTITUTION Ball State Univ., Muncie, Ind.
PUB DATE 20 Mar 72
NOTE 11p.; Paper presented at the North Central Association Meeting, Chicago, Illinois, March 20, 1972

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS *College Faculty; *Degrees (Titles); *Doctoral Degrees; *Higher Education; Professors; *Teacher Education

ABSTRACT

The Doctor of Arts (D.A.) degree is a degree specifically designed to prepare and train quality college teachers. The program leading to the D.A. is a rigorous one, and takes into account not only a candidates knowledge of a particular field but also his ability to relate his knowledge to others. This report takes into consideration the factors leading to the establishment of the degree, characteristics common to both the Ph.D. and the D.A., the differences between the Ph.D. and the D.A. programs, and the present status of the D.A. degree. There are a number of factors which indicate that the D.A. degree will be successful in the future: (1) the endorsement of the D.A. degree by a large number of professional organizations; (2) the relatively large number of universities offering, planning to offer, or considering the possibility of offering the D.A. degree; (3) the increasing need for junior college and college instructors who are specifically prepared to teach; and (4) the increasing interest of graduate students in teaching and working with college-age students rather than becoming research specialists. A description of the Ball State University D.A. program in the field of music is included in the paper. (HS)

ED 060780

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

THE DOCTOR OF ARTS DEGREE

Robert H. Koenker
Dean, Graduate School
Ball State University

North Central Association Meeting, Chicago, Illinois
March 20, 1972

A. The Doctor of Arts Degree

The Doctor of Arts degree is specifically designed to prepare college teachers. This goal is achieved through a program of study which includes breadth of preparation in a subject field; the development of the candidate's ability to read, understand, interpret, and apply the results of research to teaching; and a dissertation directly related to college teaching. Preparation for college teaching is developed through courses and/or seminars in such areas as the psychology of learning, higher education, and present-day social issues and concerns; and participating in an internship and/or externship experience.

The admission, retention, and degree standards for the Doctor of Arts and Doctor of Philosophy degrees are equally rigorous. While the two degree programs have different degree objectives and goals, the requirements are equally demanding.

The Doctor of Arts degree supplements, not replaces, the Doctor of Philosophy degree. It must be remembered that the Doctor of Arts degree is not a "be-all" or "end-all" degree but is another doctor's degree designed with a specific purpose in mind -- the preparation of the teacher-scholar.

B. Factors Leading to the Establishment of the Doctor of Arts Degree

1. The need for more teacher-scholars prepared at the doctoral level for undergraduate college teaching has been growing for a number of years and finally has reached the point of action. The first Doctor of Arts degree program was established at Carnegie-Mellon University in 1967. However, even prior to that time several universities recognized the need for doctoral programs specifically designed to prepare college teachers and did so by offering the

HE 002 874

Doctor of Education degree in subject fields, and/or revising the Doctor of Philosophy degree to contain some or all of the elements of the Doctor of Arts degree. In addition, several universities began granting Candidate in Philosophy Certificates in 1967 and 1968 to those Ph.D. degree candidates who had completed all degree requirements except the dissertation, thereby identifying those doctoral candidates who could teach but lacked the major doctoral research experience -- the dissertation. Recently Yale University instituted the Master of Philosophy degree which is essentially the Doctor's degree less the dissertation. However, neither the Candidate in Philosophy Certificate nor the Master of Philosophy degree is similar to the Doctor of Arts degree since each is essentially the Ph.D. degree less the dissertation.

2. The increased specialization of Ph.D. degree subject fields in the last 15 to 20 years had made many of its graduates less employable for college level teaching. Most of the smaller colleges need teachers who are more broadly prepared so that they can teach several subjects within a discipline and even courses in several related disciplines.

3. Some of the student dissent in recent years has been a result of poor teaching and the supposed lack of interest in teaching exhibited by some faculty members. The demand by students for college teachers who are interested in teaching and prepared to teach has no doubt been another key factor in the need for a degree designed to prepare the teacher-scholar. Clark Kerr, Chairman of the Carnegie Commission on Higher Education, has stated that the Doctor of Arts should be the standard degree for college teaching.

4. The high attrition rate of Ph.D. degree candidates is due in part to the frustration and lack of interest resulting from the over specialization of preparation, the excessive emphasis on research, and the lengthy dissertation which in some cases takes several years to complete. Many prominent educators in recent years have recommended that the Ph.D. degree be revised or another Doctor's degree be developed which would place less emphasis on research tools

and the dissertation, thereby reducing the excessive attrition rate which has been associated with the Ph.D. degree for many years.

5. The demand for Ph.D. degree graduates in some fields is on the decline; in fact, there is an oversupply in some fields and some universities are limiting Ph.D. degree enrollments. While it is likely that there will be less demand for research-scholars, it is quite likely that there will be an increasing demand for teacher-scholars in future years as a result of the growth of enrollments in two-year and state colleges. On the matter of research and college teaching the Council of Graduate Schools states:*

> But the importance of research as a component of college teaching is considerably less for those not teaching at the Ph.D. level, and this group constitutes the majority of teachers in higher education. The necessity for research competence and activities at these other levels varies at least quantitatively and in emphasis, depending upon the subject being taught. For most college faculty it seems clear that the research competence required for the great majority of college teachers can be obtained through the proposed Doctor of Arts program.

C. Characteristics Common to both the Ph.D. and D.A. Degrees

1. The quality of both degree programs is equal but different in character.

2. The admission, retention, and degree standards are equally demanding for both degrees.

3. Both degree programs require a minimum of three years of graduate work and a dissertation.

4. The holders of the Doctor of Philosophy, Doctor of Business Administration, Doctor of Musical Arts, Doctor of Education, and Doctor of Engineering degrees have in general been hired, paid, and promoted on an equal basis; and it is expected that D.A. degree holders will be accorded the same treatment.

---

*Council of Graduate Schools in the United States, "The Doctor of Arts Degree," March, 1970, pp. 5-6.

D. Differences between the D.A. and Ph.D. Degree Programs

D.A. Degree	Ph.D. Degree
1. Specifically designed to prepare college teachers	1. Not necessarily designed to prepare college teachers
2. Emphasis is on preparing the teacher-scholar	2. Emphasis is on preparing the research-scholar - the Ph.D. degree is essentially research oriented and should continue to be the highest research degree
3. Admission requirements include the applicant's potential, interest, and aptitude for college teaching	3. Admission requirements do not necessarily consider the applicant's potential, interest, and aptitude for college teaching
4. Major field of study is a broad subject matter area or may span several related areas	4. Major field of study is usually a subfield within a subject matter area
5. The dissertation which is related to the teaching of a subject may take several forms - a research study on teaching methods, development and testing of new teaching techniques and instructional media, synthesizing scattered materials into a teaching unit, development of a new curriculum or course of study, the writing of a textbook, etc. The dissertation should demonstrate the student's mastery of academic content and his ability to apply research to teaching	5. Dissertation normally is a contribution to new knowledge in a specialized field
6. Development of ability to read, understand, and interpret the results of research, and the application of research findings and new pedagogical developments to college teaching	6. Emphasis on mastery of research skills and tools including research design, research methodology, statistical techniques, and usually foreign languages
7. A professional core of courses and seminars are included to prepare the candidate for college teaching, e.g., psychology of learning, tests and measurements, history and sociology of higher education, problems in teaching, and contemporary issues and social concerns affecting higher education	7. A professional core or component is not normally a requirement

8. A teaching internship and/or externship which is supervised, criticized, and evaluated by experienced senior faculty members; the externship is in a two-year or four-year college	8. A structured teaching internship and/or externship is not normally required

E. Present Status of the Doctor of Arts Degree

Surveys conducted by the writer in March, 1970, and November, 1971, revealed that there were 16 universities currently offering the Doctor of Arts degree, 11 universities definitely planning to offer the Doctor of Arts degree, and another 65* universities considering the possibility of offering the degree. This makes a total of 92 universities which offer, are planning to offer, or are considering the possibility of offering, the Doctor of Arts degree. The majors most frequently reported were English (29), history (17), biology (13), mathematics (11), chemistry (6), physics (5), music (5), art (4), government (4), economics (4), political science (3), sociology (3), psychology (3), physical education (2), German (2), geography (2), speech (2), and humanities (2). In addition, 14 other majors were also reported. In the November, 1971, survey, 50 universities reported that they were offering Doctor of Philosophy or Doctor of Education degree programs which were similar or very similar to the Doctor of Arts degree, or that existing Doctor of Philosophy or Doctor of Education degree programs had been recently modified to contain some of the elements of the Doctor of Arts degree. It would seem desirable for these 50 universities to develop Doctor of Arts degree programs rather than modify existing Doctor of Education and Doctor of Philosophy degree programs so as to prepare the teacher-scholar since the Ph.D. degree has as its central purpose the preparation of the research-scholar and the Ed.D. degree is a professional degree offered in the field of education. Changing degree functions will add confusion to existing degree programs at the doctoral level.

*Five of these institutions returned the questionnaire too late to be considered in the November 22, 1971, study.

On the matter of degree functions, the Council of Graduate Schools has taken the following position:*

> The program leading to the Doctor of Arts degree will parallel other doctoral programs but will be oriented toward developing teaching competence in a broad subject matter area. In contrast, the Doctor of Philosophy program is designed to prepare a graduate student for a lifetime of creative activity and research, although it will often be in association with a career in teaching at a university or college. The degree, Doctor of Education (Ed.D.), should mark a professionally oriented program at the doctoral level in the field of education.

The development and acceptance of the Doctor of Arts degree has been phenomenal considering the fact that it was endorsed in principle for the first time by graduate deans at the annual meeting of the Council of Graduate Schools in December, 1969. Furthermore, all D.A. degree programs, with the exception of the D.A. degree program offered by Carnegie-Mellon University and the University of North Dakota, have been developed since 1970.

The Doctor of Arts degree has been endorsed, approved, or accepted by a number of professional associations, including the following: the Council of Graduate Schools in the United States, the American Association of State Colleges and Universities, the National Science Foundation, the American Association of Junior Colleges, the Modern Language Association, the National Academy of Arts and Sciences, the Carnegie Commission on Higher Education, the Bureau of Higher Education of the USOE, the National Endowment for the Humanities, the North Central Association of Colleges and Secondary Schools, other regional accrediting agencies, and the 90 plus universities offering, planning to offer, or considering the possibility of offering, the D.A. degree.

The Council of Graduate Schools in the United States and the American Association of State Colleges and Universities, with the approval of their respective executive committees, have separately and co-jointly published

*Council of Graduate Schools in the United States, "The Doctor of Arts Degree," March, 1970, p. 6.

guidelines for the Doctor of Arts degree. Dr. J. Boyd Page, President of the Council of Graduate Schools in the United States, reported at the Eleventh Annual Meeting of the Council of Graduate Schools on December 3, 1971, that 95 percent of the graduate deans polled were in favor of publishing the "Supplemental Statement on the Doctor of Arts Degree 1972."

It is also of significance to note that over 90 universities are offering, planning to offer, or considering the possibility of offering, the Doctor of Arts degree during a period of time when there is a surplus of Ph.D. degree holders. Furthermore, D.A. degree programs have been developed or are being developed in spite of the financial restrictions placed on many universities; and, in addition, a number of state higher education coordinating boards have ruled against the establishment of new doctoral programs at this time.

F. Future of the Doctor of Arts Degree

It is too early to predict the success of the Doctor of Arts degree. The degree has been criticized by some who say that it is doomed to mediocrity, the degree will never be accepted, or that it will likely be dropped in a few year. Some of these same things were said about the Doctor of Education, the Doctor of Musical Arts, the Doctor of Engineering, and the Doctor of Business Administration degrees when they were initiated; however, these professional degrees, as well as several others, are meeting a real need and have been accepted by students, department heads, deans, and other college and university administrators.

In summary, the factors which indicate the Doctor of Arts degree will be successful include the following: (1) the endorsement of the D.A. degree by a large number of professional associations; (2) the relatively large number of universities offering, planning to offer, or considering the possibility of offering the D.A. degree in spite of budgetary limitations; (3) the increasing need for junior college and college instructors who are specifically prepared

to teach; and (5) the increasing interest of graduate students in teaching and working with college-age students rather than in becoming research specialists.

G. The Ball State University Doctor of Arts Degree Program in the Field of Music

Ball State University was given a planning grant for the year 1970-71 by the Carnegie Corporation of New York to develop a Doctor of Arts degree program in the field of music. In developing the Doctor of Arts degree program, the School of Music was assisted by a sub-committee of the Graduate Council, an outside consultant in the field of music, and an advisory committee of 14 made up of music department heads and academic deans from representative colleges and junior colleges located in Indiana, Ohio, Michigan, Illinois, and Kentucky.

After the program in music was developed, it was approved by the Graduate Council, the University Senate, the Board of Trustees, and then submitted to the North Central Association of Colleges and Secondary Schools for its consideration. In January, 1971, a North Central Association accreditation team of two - the Director of the School of Music, the University of Iowa, and the Dean of the College of Fine Arts, Carnegie-Mellon University, conducted a visit to consider Ball State's request for an extension of preliminary accreditation at the doctoral level to include the Doctor of Arts degree with a major in music. Following the NCA meeting in March, 1971, preliminary accreditation was granted for the program.

The Doctor of Arts in the field of music which was instituted in September, 1971, has as its major objective the preparation of the teacher-scholar in the broad field of music.* The program includes the following: (1) a basic inter-departmental core in music history and literature, music theory and composition,

*The Ph.D. degree in music theory, composition, or musicology is essentially a research oriented degree; the D.M.A. degree is basically a musical performance degree; and the Ed.D. degree is normally designed to prepare music supervisors or coordinators for the public schools.

musical performance, and music education; (2) an area of primary emphasis from one of the following three fields of music: music history and literature, music theory and composition, and musical performance; (3) an area of secondary emphasis from one of the three aforementioned fields of music or in a field outside music; (4) an internship under the supervision of a senior professor and/or an externship under the supervision of both a Ball State professor and a professor from the cooperating college; (5) appropriate course work in learning theory, tests and measurements, higher education, and present day social issues and concerns; (6) a dissertation which could be any of the following: the production of innovative materials and the development of techniques for their successful use in teaching, the designing and testing of a new curriculum or course of study, the writing of a series of scholarly articles suitable for publication, and in some cases the traditional research project might be appropriate; and (7) electives to round out the student's program of study.

At the present time there are 18 students enrolled on the Doctor of Arts degree program in the field of music -- 12 full-time and 6 part-time. At least 8 additional students will be enrolling sometime this year. Ten doctoral fellowships have been made available for 1971-72 and 10 more fellowships will be added next year making a total of 20 continuing fellowships for D.A. degree candidates in music. Since the program was established in September of 1971, it is too soon to identify any major problems or to make an evaluation of its effectiveness; however, both faculty and students seem pleased with the program to date. A special committee of the School of Music, including several doctoral students, has been established and meets regularly to consider matters related to the program. Sometime late in the spring the 14 member advisory committee from representative colleges and

junior colleges which helped to plan the program will meet again on the Ball State Campus, this time to evaluate the program after its first year of operation. In conclusion, I would like to say it has been a pleasure and a challenge to all of us at Ball State to develop a new type of doctoral program designed to prepare college teachers.

Ball State University

BIBLIOGRAPHY

1. American Association of State Colleges and Universities. "The Doctor of Arts Degree - A Proposal for Guidelines." Washington, D.C.

2. Carnegie Commission on Higher Education. "Less Time, More Options - Education Beyond the High School." New York: McGraw-Hill Book Company, January, 1971. 45 pages.

3. Center for Research and Development in Higher Education. "Changing Patterns in Graduate Education." Berkeley: University of California, 1970, 27 pages.

4. Council of Graduate Schools in the United States. "The Doctor of Arts Degree." Washington, D.C., March, 1970. 8 pages.

5. Council of Graduate Schools in the United States. "Supplemental Statement on the Doctor of Arts Degree 1972." Washington, D.C., December, 1971. 16 pages.

6. Dean, Donald S. "Preservice Preparation of College Teachers." Washington, D.C., The Commission on Undergraduate Education in the Biological Sciences, November, 1970. 122 pages.

7. Dunham, Alden. "Rx for Higher Education: The Doctor of Arts Degree." Journal of Higher Education, October, 1970, pp. 505-515.

8. Koenker, Robert H. "The Status of the Doctor of Arts Degree Programs for Preparing Junior College and College Teachers." Ball State University, Muncie, Indiana. November, 1971. 6 pages (unpublished).

9. Koenker, Robert H. "Status of the Doctor of Arts and Sixth-Year Degree and Non-Degree Programs for Preparing Junior College and College Teachers." Ball State University, Muncie, Indiana. March, 1970. 6 pages (unpublished).

10. Mayhew, Lewis B. "Graduate and Professional Education, 1980 - Survey of Institutional Plans." An Essay written for the Carnegie Commission on Higher Education, New York: McGraw-Hill Book Company, 1970. 38 pages.

11. Norman, Ralph D. "A Study of Some Attitudes towards the Doctor of Arts Degree in the Southwest." School of Arts and Sciences, University of New Mexico, 1971. 50 pages.

12. Shulman, Carol. "Preparing College Teachers." Number 2. ERIC Clearinghouse on Higher Education, Washington, D.C., The George Washington University, August, 1970. 22 pages.

13. Spurr, Stephen H. "Academic Degree Structures: Innovative Approaches - Principles of Reform in Degree Structures in the United States." A General Report Prepared for the Carnegie Commission on Higher Education. New York: McGraw-Hill Book Company, 1970. 207 pages.

14. "The Doctor of Arts: A High Degree of Teaching Competence." Carnegie Corporation of New York, Winter/Spring, 1970. pp. 1-3.

15. Wahlquist, John T. "Innovations in the Preparation of College Teachers." A Project of the Phi Delta Kappa Commission on Higher Education. Bloomington, Indiana: Phi Delta Kappa, 1970. 61 pages.